

Polytech High School
2017-2018 Staff Book Study to Improve School Climate
Overview of Fall 2017 Activities

Text Name: *Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom*

Author Names: Kristin Souers and Pete Hall

Publisher: ASCD

Polytech School Book-Study Coordinators: Karen Clifton and Ryan Fuller

Summer 2017: Building Leadership Team (BLT)

- Book mailed to BLT
- Assignment: Read first three sections (60 pages)
- Jeri Gue (DEDOE) led of a presentation about Trauma:
 - What it is
 - Related research and national trends
- Examined Center for Collaborative Support's online book study at <http://frrfall16-5.blogspot.com/>

Staff-wide Event 1: PD: Monday, 9/11

- Staff members received books.
- Jeri Gue presented book background.
- Suggested Take and Use Tools and Resources
 - Brain Structures: Review Dan Siegal (UCLA) video regarding hand model of the brain (2.5 mins) at <https://www.youtube.com/watch?v=qFTljLo1bK8>
 - ACES (Adverse Childhood Experiences):
 - [ACE Study Overview](#) (summary of the ACES study) and/or
 - [Nadine Burke Harris on How Childhood Trauma Affects Health Across a Lifetime](#) (TED Talk about impact on health/ long term effects of ACES)
- Staff Reading:
 - Administration asked staff to read:
 - the Introduction
 - Chapters 1 and 2
 - "In these chapters, the authors point out that it's much more helpful to monitor the *effect* of the event on each individual, rather than the details of the event itself."
 - Administration asked staff to complete Reflection #1 (chapters 1-2):
 - Teachers posted response to Schoology PD course with 2 weeks
 - How might this, and other takeaways from the chapter shift your approach in working with these vulnerable children?
 - Administration notes regarding next steps:
 - The topics in this book may lead us to discussing sensitive and confidential information.
 - Platform for discussion with public so "We want to be professional and respectful of families' privacy":
 - Do not to use students' real names
 - Be mindful of what specifics you use when discussing students/situations

Staff-wide Event 2: CLC Reflection Time: Tuesday, 9/12

- Staff received independent time to:

- read assigned text
- post reflections in Schoology for chapters 1-2.

Additional Staff-wide Reading Assignments:

- **Given: Friday, 9/15 via Footnotes**

- Read: Part II: Self-Awareness (chapters 3-6)
- Complete Reflection #2 (chapters 3-6)

These chapters focus on becoming more self-aware: examining our mission statement, triggers, staying grounded amid chaos, and communication skills. Pick one of these topics that resonates the most with you. *What are some things you want to do differently within that area to ensure you show positive responses to student behaviors?*

- Due: Friday, 9/22 (Posted response to prompt on Schoology)

Staff-wide Event 3: Professional Development: Tuesday, 9/12

- Topics:
 - ACE Activities and Effects
 - Self-Care (with Deb Stevens, DSEA)

Additional Staff-wide Reading Assignments:

- **Given: Friday, 9/22 via Footnotes**

- Read: Relationships #1 Chapters 7 and 8
- Complete Reflection #3 (chapters 7-8):

The authors say that “it is up to us to reinforce that they are in fact safe and that they can trust their environment,” (p.111). *What are some ways that you currently establish and maintain a safe, trusting environment? What new ideas came to mind while reading?*

- Due: Friday, 9/29 (Posted response to prompt on Schoology)

Staff-wide Event 4: CLC Reflection Time: Monday, 9/25, and Tuesday, 9/26

- Staff received independent time to:
 - read assigned text
 - post reflections in Schoology

Additional Staff-wide Reading Assignments:

- **Given: Friday, 9/29 via Footnotes**

- Read: Chapters 9 and 10
- Complete Reflection #4 (chapters 9 and 10)

Start thinking about a student who is struggling behaviorally, socially, or emotionally. Keep this student in mind as you read chapters 9 and 10. These chapters equip us with some relationship building strategies. Think of one of your current or past “tough nuggets.” *Briefly describe the situation, then explain some proactive strategies you could (or could have) put in place?*

- Due: Friday, 10/6 (Posted response to prompt on Schoology)

Footnotes 10/6

Read Part IV: Belief - chapters 11-13

Reflection #5 (chapters 11-13): **(Post your response to this prompt in the Schoology PD course by Friday, 10/13.)** There are many takeaways, mind shifts, and powerful quotes in these chapters on the power of our beliefs. What resonated with you the most and why?

Monday, 10/9

CLC - Focus on reading and reflections

Tuesday, 10/10

CLC - Focus on reading and reflections

Footnotes 10/13

Read Part V: Live, Laugh, Love (chapters 14-16)

Reflection #6 (chapters 14-16): **(Post your response to this prompt in the Schoology PD course by Friday, 10/20.)** The practices suggested in these chapters are replicable in a classroom setting. How might you schedule regular opportunities for students to celebrate and acknowledge themselves and one another?

Footnotes 10/20

No new reading.

During the Monday, 10/23 CLC, you are going to select some strategies that would support a particular student, work a plan to implement those strategies and prepare to tell us how it went in a final post on 10/31.

Plan for Application

Think about a student that is behaviorally, socially, or emotionally challenging (it's okay if it's the same student from week 4). Complete the Strengths-based Perspective Survey on p. 143 and 144 in the book to reflect and plan.

Choose one or two of the strategies (p. 144) that you plan to implement.

Monday, 10/23

CLC - Create your plan to support a particular student and answer the following post:

Post #1: (Post your response to this prompt in the Schoology PD course by 10/24.) Tell Us Your Plan. Provide a short summary of the context (content area/class, grade level, brief summary of the student) for your planned application.

1. Which strategy (or strategies) are you selecting and why?

Apply (over the next week prior to 10/31)

Put your plan into action in your classroom.

Professional Learning Day 10/31

Post #2: Reflect (Post by the end of today, 10/31, by replying to your own Plan Post from the 10/23 CLC)

1. Reflecting on the strategy(s) you implemented, what successes, challenges, and/or insights did you and your students encounter?
2. What might you do differently next time?

Post #3: As we close out our book study of Fostering Resilient Learners, answer the following:

3 things I am squared up with...

2 things going around in my head...

Something I have come 180°...

Small Group Activity

16 groups - 16 questions - participants will discuss and respond to their group's question - large post-it paper; select specific questions to share out or gallery walk where one group member stays back. Questions from: ASCD Study Guide -

http://www.ascd.org/publications/books/116014/chapters/An_ASCD_Study_Guide_for_Fostering_Resilient_Learners@_Strategies_for_Creating_a_Trauma-Sensitive_Classroom.aspx